

ACTIVITY REPORT

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I. GENERAL DATA

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PRO DIDACTICA Educational Center is a non-governmental, non-profit organization founded on August 11, 1998.

Mission:

The PRO DIDACTICA Educational Center aims to promote the principles of an open society by supporting individuals and organizations interested in continuous learning and development, in order to facilitate their personal and professional affirmation and better integration in a changing society. For this reason, the Center offers information, training and consultancy programs and services focused on lifelong learning skills, on promoting the values of a knowledge society, ensuring equal participation and opportunities for all, as well as support in the process of European integration through education.

The Center's current portfolio includes 22 training programs for teachers and managers in the educational system, authorized and licensed by the Ministry of Education and Research. The certificates offered by the Center are officially recognized in the teaching attestation process.

Long-term objectives:

- Ensuring the continuous professional development of the staff of the Center and of the associated trainers, in order to maintain and optimize the quality of the services provided;
- Diversification of the training offer (including the promotion and development of distance education), in order to respond more effectively to the concrete requests of the direct beneficiaries - teachers and educational institutions;
- Offering teaching materials and publications;
- Diversification of financing sources;
- Increasing the number of partnerships at national and international level;
- Increasing the level of transparency at national and international level.

II. THE MOST IMPORTANT PROJECTS IMPLEMENTED UNTIL PRESENT DAY

GRANTS:

- *Promoting and developing intercultural education (EIC) for pre-service teacher training, with the financial support of the Pestalozzi Children's Foundation (Switzerland), phase II – March 2021-December 2023;*
- *The initiative to support refugees launched as part of the humanitarian response in the Republic of Moldova, with financial support of the United Nations Population Fund/UNFPA, April – March 2023;*
- *Educational platform for strengthening confidence and to facilitate the cooperation between communities from the left and right banks of the Nistru river, EU programme, April 2022 – May 2023;*
- *Updating the "Culture of neighbourhood" educational course, with financial support of GPPAC, October – December 2022;*
- *Bildung, with the support of DVV International Moldova - February-December 2021;*
- *Hybrid training on both banks of the Dniester - a bridge to healthy and borderless education, implemented by the European Union, European Union Program "Confidence-Building Measures" - February-December 2021;*
- *Thematic platforms. Education platform, European Union program supporting confidence-building measures, with the financial support of the European Union – October 2019 – October 2021;*
- *Debates club for school teachers PAIDEIA otherwise – new challenges in online learning space, with the financial support of the Network of Educational Policy Centers NEPC, Zagreb, Croatia – September 2019 - August 2021;*
- *Consolidation of the technical vocational education system in Moldova / CONSEPT, the components of Organizational Development and Continuous Training of Teachers, with the financial support of the Liechtenstein Development Service Foundation - January 2019 - December 2021;*
- *Promoting and developing intercultural education (EIC) for pre-service teacher training, with the financial support of the Pestalozzi Children's Foundation (Switzerland), phase II – March 2021-December 2023;*
- *Promoting and developing intercultural education (EIC) for pre-service teacher training, with the financial support of the Pestalozzi Children's Foundation (Switzerland) – phase I - June 2018-December 2020;*
- *Development of Rural Areas in the Republic of Moldova (DevRAM). Part I. Increasing the competitiveness of the agri-food sector by integrating it into the internal and global value chains, especially of the soybean culture sector, with the financial support of the European Union - April 2018-March 2021;*
- *Promoting education for young people's health, with financial support from the United Nations Population Fund and the Embassy of the Kingdom of the Netherlands (Netherlands) - January 2018 - December 2022;*
- *European lessons-2. The Education component against corruption, with the financial support of the Ministry of Foreign Affairs of Lithuania - May 2018 - April 2019;*
- *Education for peace by promoting the culture of good neighborhood in the primary classes, with the financial support of the International Peacebuilding Network (GPPAC) - January-December 2018;*
- *Strengthening the technical vocational education system in Moldova / CONSEPT, the components of Organizational Development and Continuous Training of Teachers, with the financial support of the Liechtenstein Development Service Foundation - April 2015-June 2018;*
- *Partnerships for the quality and relevance of the technical professional education in the ICT field in the Republic of Moldova, with the financial support of the Austrian Development Agency / ADA, from the Austrian Development Cooperation / Austrian Development Cooperation / ADC funds and from the Government of Romania - December-November 2018;*

- *Education and Sports Platform for building confidence and intensifying collaboration between communities on both banks of the Dniester*, funded by the European Union "Supporting Confidence Boosting Measures" (SCBM) and implemented by UNDP Moldova - December 2016-March 2018;
- *Open education in Moldova: here and now! - Phase II*, with the financial support of the Foundation for an Open Society Foundation, in cooperation with the Education Support Program of the Foundations for an Open Society - October 2016-December 2017;
- *Education for peace by promoting the culture of good neighborliness in the primary classes*, funded by the International Peacebuilding Network – GPPAC (Global Partnerships for the Prevention of Armed Conflicts) - July-December 2017;
- *Consolidation of the technical vocational education system in Moldova+/CONSEPT+, the component Organizational Development*, with the financial support of the Liechtenstein Development Service Foundation - January-June 2016;
- *Partnerships for the quality and relevance of the technical professional education in the ICT field in the Republic of Moldova*, with the financial support of the Austrian Development Cooperation / Austrian Development Cooperation/ADC and of the Government of Romania - April-November 2016;
- *Education for gender discrimination and equal opportunities, with the financial support of the Soros-Moldova Foundation - April-November 2016; Human resources development in education: from strategic ideas to sustainable actions*, with the financial support of the Foundations for an Open Society, offered through the Soros-Moldova Foundation - February-June 2016;
- *Contributions to the professionalization of practitioners in adult education*, with the financial support of DVV International Moldova - September-December 2016;
- *The Culture of Good Neighborhood*, with the financial support of BST (The Black Sea Trust for Regional Cooperation), a project of the German Marshall Foundation - April 2016-May 2017;
- *European lessons*, with the financial support of the Ministry of Foreign Affairs of Lithuania - January 1-December 31, 2016;
- *Education opened in Moldova: here and now!, With the financial support of the Foundation the Institute for an Open Society, in cooperation with the Education Support Program of the Foundations for an Open Society - January 1-September 15, 2016;*
- *Strengthening the technical vocational education system in Moldova / CONSEPT, the component of Organizational Development*, with the financial support of the Liechtenstein Development Service Foundation - 2012-2014;
- *Improving the quality of technical vocational education in the field of Information and Communication Technologies / (ICT) in the Republic of Moldova*, with the financial support of the Austrian Development Cooperation / Austrian Development Cooperation / ADC - December 2012-July 2015;
- *Intercultural education on both banks of the Dniester*, with the financial support of the European Union, co-financed by the United Nations Development Program, the Swedish Institute for Peace and Arbitration - May 2014-February 2015;
- *For qualitative reforms in education*, with the support of the Foundations for an Open Society, through the Soros-Moldova Foundation - July 2014-February 2015;
- *The role of education in multicultural societies: lessons learned, implemented within the East-East Program: Partnership without Borders of the Soros-Moldova Foundation;*
- *Consolidation of local NGOs through community partnerships*, funded by the US Embassy in Moldova - October 2012-July 2013;

- *School communities in action: creating conditions for the persistence in school of students from socially vulnerable families*, with the financial support of the Emergency Fund, an international program created by George Soros in the summer of 2009 to mitigate the negative effects of the *global economic crisis in Central Europe, East and Southeast and Central Asia - 2010-2012*;
- *Optimization of Romanian language teaching in the Gagauzia ATU*, financed by the OSCE High Commissioner for National Minorities and the Federal Office for Foreign Affairs of Germany - August-December 2011;
- *The International Educational Leadership Project*, financially supported by the Budapest Open Society Institute - January 2010-July 2011;
- *Increased participation and quality in education in the EEA countries* (project carried out in partnership with CEPS Ljubljana), with the financial support of OSI, ESP Budapest - 2008-2010;
- *CONSEPT / Consolidation of the technical vocational education system in the Republic of Moldova*, with the financial support of the Liechtenstein Development Service Foundation - 2008-2010;
- *Education for European integration. Training program for teachers and material development*, with the financial support of the Soros-Moldova Foundation - 2008-2009;
- *Language teaching problems in the language schools of the Republic of Moldova*, with the financial support of the Office of the High Commissioner for National Minorities of the OSCE (The Hague) - 2008-2009; *A future for our children*, with the financial support of the Liechtenstein Development Service Foundation - 2007-2009;
- *Summer School Peace is in our hands*, with the financial support of UNESCO Moldova - 2008;
- *For better administration and accountability in the school* (partnership with the Education Center 2000+, Romania), with the support of the OSI through the RE: FINE - 2007-2008 initiative;
- *Partnership for quality education. Optimizing the quality of education by promoting interactive technologies and by establishing effective partnerships*, with the financial support of the National Development Agency CONTACT / PBF - 2006-2007;
- *School success for Roma children (partnership with the Resource Center for Ethnocultural Diversity in Cluj-Napoca, Romania)*, with OSI support through the RE: FINE initiative - 2006-2007;
- *Education for European integration. Elaboration of the Curriculum*, with the financial support of the Soros-Moldova Foundation - 2006;
- *Education for gender equity and equal opportunities*, with the support of the Soros-Moldova Found. 2006;
- *Education for community development. Optional course for the gymnasium and training program for teachers (partnership with the Educational Program Step by Step)*, with the financial support of the Soros-Moldova Foundation - 2005-2007;
- *Promoting tolerance and understanding diversity. Working tools for philologist teachers*, with financial support from the Council of Europe, Confidence-Building Measures - 2005-2006;
- *A future for our children. Involving the community in facilitating the process of social integration of children from disintegrated families*, with the financial support of OSI through the RE: FINE - 2005-2006 initiative;
- *Reading and writing for the development of critical thinking in university education*, with the financial support of the Soros-Moldova Foundation, OSY New-York and the International Reading Association - 2004-2005;
- *Romanian language for foreigners. Improvement of the teaching staff*, with the support of the Office of the High Commissioner for National Minorities of the OSCE (The Hague) - 2004;

- *Reading and writing for the development of critical thinking in university education*, with the financial support of the Soros-Moldova Foundation, OSY New-York and the International Reading Association - 2003-2004;
- *Learning communities*, with the financial support of the Soros-Moldova Foundation - 2003-2005;
- *Tolerance and social integration*. Information and training, with the financial support of the Soros-Moldova Foundation - 2003-2005;
- *Education for otherness*. Optional education course for tolerance and otherness through the literature of the ethnic groups (high schools, colleges and universities), with the financial support of the Embassy of the United States of America - 2003-2005;
- *Internet education - Informatics school discipline*, with the financial support of the Soros-Moldova Foundation - 2002;
- *Learning through cooperation*, with the financial support of the Soros-Moldova Foundation - 2002-2003;
- *Romanian language for foreigners. Improvement of the teacher's competences*, with the financial support of the Office of the High Commissioner for National Minorities OSCE (The Hague) 2001-2003;
- *Modernization of pre-university education*, with the financial support of the Soros-Moldova Foundation - 2001-2002;
- *Internet PRO EDUCATION*, with the financial support of the Soros-Moldova Foundation - 1999-2002; *Elaboration of the National Curriculum for high school - in collaboration with the Ministry of Education of the Republic of Moldova*, with the financial support of the Soros-Moldova Foundation – 1999;
- *Reading and writing for the development of critical thinking in pre-university education*, with the financial support of the Soros-Moldova Foundation - 1998-2002;
- *Modernization of humanistic education*, with the financial support of the Soros-Moldova Foundation - 1998- 2000.

CONSULTING SERVICES:

- Updating/revising the training program for teachers, developed in 2016, based on training evaluation and converting the training program into a remote learning course, services contracted by the Ministry of Education and Research, with support of the World Bank, 2021;
- Conducting the Survey for the "Regional report on inclusion and education in Central and Eastern Europe, Caucasus and Central Asia", services contracted by the NEPC, 2020-2021;
- Development of modules and support materials for teacher training in inclusive education, implemented in partnership with AXA MC, services contracted by the Ministry of Education, with the support of the World Bank – 2019;
- Comprehensive Education Sector Analysis, implemented in partnership with AXA MC, services contracted by UNICEF – 2018-2019;
- Assessment of the Implementation of Child-centred Education in Moldova, implemented in partnership with CIVITTA, services contracted by UNICEF – 2017;
- Training of trainers for prosecutors, services contracted by the ABA ROLI from Republic of Moldova – October 2015;
- Consultancy services in the training of local mentors in the field of early education, services contracted by the Ministry of Education within the Global Partnership for Education project, implemented in partnership with the Step by Step Educational Program and the Speranța Day Center - March-November 2014;
- Consultancy services in the training of mentors in the field of early education, services contracted by the Ministry of Education within the Global Partnership for Education project - June-August 2013;
- Consultancy services for teacher training in the implementation of the modernized high school curriculum (8106 teachers from 33 districts), in partnership with the Education Center 2000+ Consulting LTD, Romania; services contracted by the Ministry of Education within the project Quality education in rural areas of Moldova - July-August 2010;
- Quality education in rural Moldova, with the financial support of the World Bank - February 4-May 31, 2011;
- Consulting services in the elaboration of the guide for educators 1001 ideas for a quality early education, services contracted by the Ministry of Education (EFA / FTI) - 2010;
- Consultancy services in the elaboration of the curriculum for the initial and continuous training of the teachers from the early education and the related methodological guides, services contracted by the Ministry of Education (EFA / FTI) - 2009-2010;
- Consulting services Equity and inclusion in education. Piloting tools for planning and evaluation in the field of education, services contracted by the Ministry of Education - 2009;
- Continuous evaluation in the classroom, training program, in partnership with the Education Center 2000+ Consulting LTD, Romania, services contracted by the Ministry of Education and Youth via the World Bank - 2008-2009;
- Quality education in rural areas of the Republic of Moldova. Improving teaching and learning in rural schools based on the modernized high school curriculum, services contracted by the Ministry of Education and Youth via the World Bank - 2007;
- Professional development of kindergarten managers, within the Ministry of Education and Youth Education for All - Rapid Action Initiative, services contracted by the Ministry of Education and Youth via the World Bank - 2007;

- Consultancy and training programs for textbook authors, Bishkek, Kârgâztan, services contracted by the Foundation for Educational Initiatives - 2006;
- Consultancy for authors of curriculum and teaching materials regarding the teaching of Georgian as a second language, Tbilisi, Georgia, services contracted by the OSCE HCNM - February 2005;
- Training consultancy for trainers to teach Georgian as a second language, Bakuriani, Georgia, OSCE HCNM contracted services - June 2005;
- Training services offered at the request of university and pre-university teachers, managers of kindergartens, schools and higher education institutions.

III. PROJECTS OF 2022

1. STRENGTHENING THE SYSTEM OF TECHNICAL PROFESSIONAL EDUCATION IN MOLDOVA / CONSEPT, THE COMPONENTS ORGANIZATIONAL DEVELOPMENT AND CONTINUOUS TRAINING

Components:	Organizational Development and Continuous Training of Teachers
Implementing partner:	Education for Development (AED)
Donor:	International Foundation <i>Liechtenstein Development Service</i> (LED)
Period of implementation:	January 2019- December 2022
Annual budget (project year):	7 000 Euro
Goal:	Capacity building of the institutions involved in the CONSEPT project in order to promote and implement an efficient quality assurance management process

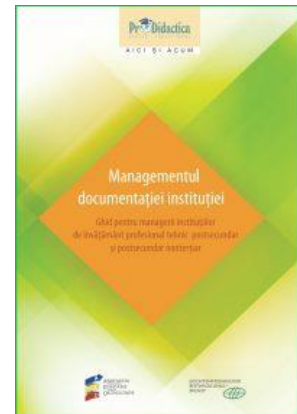
Objectives:

- To contribute to the implementation of an efficient quality assurance process by developing and providing support materials;
- Providing training programs, consulting and professional expertise in the process of implementing an efficient quality assurance management process.

Activities and results:

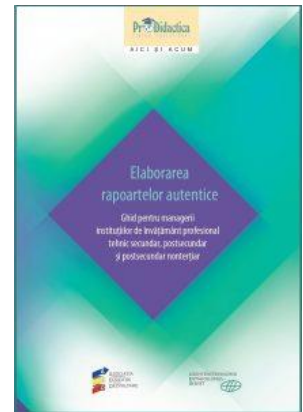
1. *Launching of guide for managers MANAGEMENT OF SCHOOL DOCUMENTATION*

The book launch event took place on November 24, with the participation of 15 directors from technical vocational education institutions and with a team of authors. In their speeches, the participants welcomed the publication of this book, stressing its importance in the context of de-bureaucratizing the work of education staff and increasing the quality of institutional documents. The guide is addressed to VET managers and appeared in response to the need to streamline the activity of the centers of excellence, colleges and vocational schools in working with internal regulatory and administrative acts. It contains benchmarks, suggestions and explanations regarding the development, adoption, and monitoring of the application of internal documents. The guide is also available in an electronic version, on the E.C. PRO DIDACTICA website.



2. *Development of the Guide ELABORATION OF AUTHENTIC REPORTS*

The book represents a new, useful and relevant support for a managerial activity that provides an overview of the report as a managerial tool, or, the manager can be both in the position of preparing and presenting reports and in that of requesting and evaluating reports. Important aspects, which concern a reflective manager, including the managerial reporting system, types of reports and the process of developing reports are presented in an accessible and attractive way, providing explicit answers, with examples and contexts for reflection on the following questions: What is the management report? What types of reports does the management reporting system include? What are the characteristics of a good report? Who and how prepares the reports in the institution; How are management reports valued? The guide is also available in an electronic version, on the E.C. PRO DIDACTICA website.



3. *Accreditation of the training programs for VET teachers, developed within the CONSEPT project*

With the financial support of the AED, the training programs "Project and portfolio in the approach of modern didactics" and "Critical thinking for skills development", developed and piloted within the CONSEPT project, were evaluated, and accredited by ANACEC. Each training includes 300 hours/10 credits. (Decision no. 56 of 21.12.2022 of the Management Council of ANACEC).

Project coordinator: dr. Rima BEZEDE

2. SHIFT EDU - DIGITAL SKILLS FOR EMPLOYMENT IN MODERN ECONOMY

Funding organization:	Austrian Development Cooperation (ADC)
Implementation organization:	C.E. PRO DIDACTICA
Implementation period:	December 2018- March 2022
Budget:	690 000 EUR
The project's scope:	Integration of information and communication technologies (ICT) in VET
Objectives:	Increasing management support, improving teachers' digital competences, developing digital content for selected VET trades and specialties, equipping the institutions properly to deliver a higher quality educational process.
Main target group:	The teachers and the management of 6 VET institutions including the Centre of Excellence in Informatics and Communication Technologies (CEITI).
Final beneficiaries:	about 3000 students, boys and girls

Outputs and results:

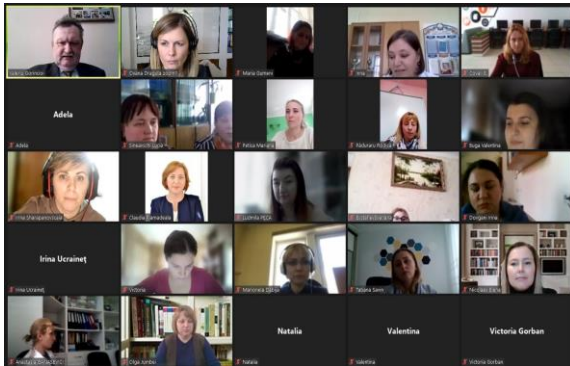
1. Digital skills are acknowledged and continuously supported by VET institutions at the strategic level as part of teaching and organizational culture.
2. VET teachers and instructors have better digital skills for efficient teaching, learning, assessment and class management.
3. Digital content for VET trades and specialties is developed and open education resources are increasingly used in teaching, learning and assessment.
4. Modern learning spaces created to foster the integration of ICT in the education process as well as student-centred learning.

In January-March 2022 (the period for which the project was extended), the last planned activities were completed, the focus being on achieving the expected objectives. Among the most important are:

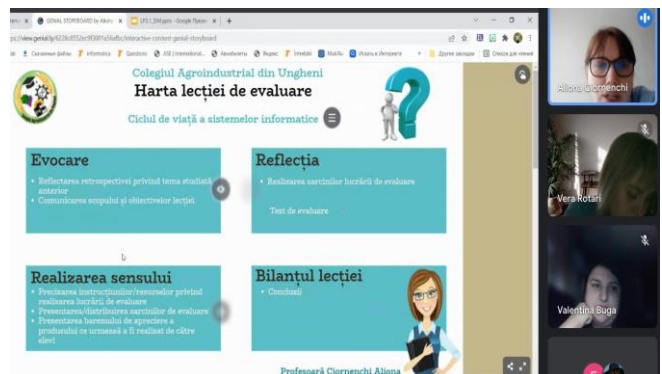
- The e-registry module was piloted by the "Cristalion Plus" IT Company in the beneficiary institutions.
- 3 methodological guides for ICT implementation for the agriculture, pedagogy and automotive specialties were developed.



- A contest "Author RED Shift Edu" was organized and 10 VET teachers were awarded with laptops and 2 VET institutions (CEITI and Ungheni Medical College), with the biggest number of the teachers participants in the contest, received an interactive display each.



- In the period February 14 and March 11, 2022, the continuous training program "Development of digital skills of technical vocational education teachers" took place. Following the program, 20 beneficiaries strengthened their ICT-assisted teaching, learning and assessment skills, selecting, managing and creating digital educational resources, communication and professional networking, exploring new tools for the didactic act.



- On March 25, 2022, the project balance conference took place, which marked the launch of 6 modern study rooms, the presentation of the project results with lasting impact for the system, as well as the outline of a vision regarding the continuation of the changes initiated by the project and the replication of its good practices.



Project Coordinator: Oxana DRAGUȚA

3. PROMOTING AND DEVELOPING INTERCULTURAL EDUCATION (ICE) FOR PRE-SERVICE TEACHER TRAINING (PHASE 2)

Donor:	The Pestalozzi Children's Foundation, Switzerland
Implementation period:	March 2021- December 2023
Goal:	To improve future teachers' knowledge and skills in order to support the development of intercultural competence of children and youth

Specific Objectives:

1. To integrate and promote the EIC dimension in the strategic policy documents of the 7 universities with pedagogical profile;
2. To integrate the EIC dimension in the pedagogical curricula from the bachelor and master programs;
3. To assure the cooperation between 7 universities with pedagogical profile and pre-university education institutions for the development of intercultural competence (IC) in children and young people.

Beneficiaries: 30 managers and over 50 university teachers (professors and methodologists), 700 future professors from 6 universities will be trained in the teaching methodology of EIC and will apply EIC within the pedagogical internship (3 universities – undergraduate programs and 3 universities – master programs), 850 students from years I and II, including from 3 faculties of sciences of education, philology and history / civic education will improve their CI in the classes and about 8000 students who will benefit of this initiative.

Activities and results:

- As a consequence of the training program on ICE, 64 curriculum developers from 6 pedagogical universities (*According to the Government Decision no 485 from 13.07.2022 "On the reorganisation by merger (absorption) of some institutions in the fields of education, research and innovation" - 2 partner universities have merged (UST and USPC)*) improved their knowledge and skills with specific information and methodological support to develop ICE curricula for pre- teachers (3 for undergraduate programmes and 3 for graduate programmes), in accordance with the national and international standards, and the local cultural, linguistic and religious diversity of each partner university.
- 6 ICE curricula sets (*Each set include the following documents: 6 ICE curricula. 6 ICE guidebooks and didactical materials, 6 ICE university teaching manuals with didactic materials for ICE university courses and ICE pedagogical internships*) were developed as first draft by the university teachers and methodologists, out of which 3 for undergraduate programmes and 3 for graduate programmes. The ICE curricula documents will be finalised after their piloting during ICE university courses and internships in the period of January-May 2023 and reviewed by the national and international experts.

As a consequence of ICE activities conducted in the reporting period, 5,268 children and youth attended better quality of teaching of ICE conducted by the trained university teachers and methodologists, 927 pre-service teachers from graduate and undergraduate programs and 118 pre-school and school teachers. Out of 5,268, 3,581 were pre-school and school children and 1,687 were university students from 1st -2nd study year.

- 927 pre-service teachers are capacitated with elements of ICs and ICE teaching methodology and conducted their ICE internships in preschools and schools. The capacity-development was done through participating in the ongoing ICE learning, piloting process of the ICE curricula documents and 2 sets of tools to monitor and evaluate the students' ICs during the university courses, and to monitor and evaluate the ICs of pre-school/school children and youth during the pedagogical internship. Out of these pre-service teachers, 798 applied ICE teaching methodology and set of tools to monitor and evaluate the ICs of pre-school/school children and youth during the pedagogical internship at the medium and high level, other 129 pre-service teachers improved ICE competences from very low level to the low level.



- 30 university managers received online coaching sessions on ICE promotion and ICE integration in their policy documents and were guided and supported to conduct the continuous learning trainings in ICE, building ICE capabilities to 20 pre-school/schools' staff trained by the university teachers within the university ICE RCs. In the M&E questionnaires, the preschool and school staff revealed that cooperation between partner universities and pre-schools/schools through ICE RCs has been strengthened due to the novelty of the activity and due to the importance of mainstreaming ICE. These documents will enable the promotion of ICE through its Integration in curricula taught within different departments from 6 pedagogical universities.
- As a result of being capacitated in gender-based violence, interculturality in gender, gender competence and its integration in ICs etc., 64 university teachers and methodologists included the gender components in ICE curricula. Also, gender elements were integrated in 2 sets of tools to monitor and evaluate the students' ICs during the university courses, and to monitor and evaluate the ICs of pre-school/school children and youth during the pedagogical internship.



- Aiming at increasing awareness on ICE among school communities, 40 children/youth from 39 urban and rural schools and 22 rayons (North, Center, South, Chisinau municipality, UTA Gagauzia and Transnistria regions), belonging to different ethnical groups participated in IEP program in Trogen. After organising the follow-up activities for their peers 734, based on the parents' and observation checklists of the IEP facilitators, the children developed: self-esteem, sense of responsibility, open mindness, independence, respect for others, self-confidence, acceptance, social interaction, etc. These qualities contribute to their social integration with their peers, improved the perception of others and others' social behaviour, helped them to overcome social insecurities etc.



- In the reporting period, the ICE approach was continuously promoted both through 8 articles and 2 colour covers in *Didactica Pro ...* magazine and other publications, 29 posts on ECPD and partner universities' Facebook pages and websites.

Project Coordinator: Cristina BUJAC

4. BILDUNG

- Donor:** DVV International Moldova Public Association
- Implementation period:** January-December 2022
- Budget:** 6100 EUR
- Partners:** DVV International and other European adult education organizations, members of the European Association for Adult Education (EAEA) (<https://eaea.org/>)
- Goal:** To organize and conduct research on "Bildung in adult learning to promote sustainability" (<https://europeanbildung.net/erasmus-bildung-project/>)

Objectives:

- Developing intellectual products related to Bildung and the 5 domains of EA;
- Collecting good practices;
- Elaborating summaries of intellectual products and translating them;
- Participating in webinars and other dissemination events.

Activities and results:

- Promotion of the results/intellectual products obtained within the project;
- Selective translation and placement on the EDPS website of research syntheses Bildung and Education for sustainable development, Bildung and digitization; Bildung and democracy;
- Presentation of research results at the Meeting in Ghent, Belgium (June) and at the Meeting in Tallinn, Estonia (October);



- Collection of good practices from Moldova on the subject of Bildung and basic skills;
- Promotion of the Bildung concept on the EC PRO DIDACTICA webpage (www.prodidactica.md), with the publication of translated materials as open educational resources. <https://drive.google.com/drive/folders/1YBBFjIY5xhiL-Og2vmdX7RaosqHggwWz>

Researcher and Project Coordinator: Viorica GORAȘ-POSTICĂ

5. THE EDUCATION PLATFORM WITHIN THE FRAMEWORK OF THE EUROPEAN UNION PROGRAM "CONFIDENCE-PROMOTING MEASURES" (SCBM)

Donor:	European Union, European Union Program "Confidence-Building Measures"
Implementation period:	March 2022 – May 2023
Budget:	19 329 USD
Implementers:	UNDP Moldova, in partnership with the Educational Center PRO DIDACTICA and the Center for Innovative Educational and Social Programs in the Transnistrian Region, Tiraspol
Goal:	Developing the social skills of teaching staff from both banks of the Dniester river

Activities and results:

- Methodological recommendations for the development of teachers' social skills elaborated.
- 8 thematic workshops for Platform members regarding the training of basic social skills, in order to strengthen confidence in the future realised.
- 309 teachers and managers from both banks of the Dniester participated in the thematic workshops held online and offline. The trainings addressed the following topics: *Social competence – Mindfulness; Effective communication; Self-motivation of teachers in the context of professional activity efficiency; Developing of teamwork skills; Developing of conflict resolution skills; Developing emotional intelligence: the key to success; Developing decision-making competence; Strategies for developing teachers' self-protection skills*. Participants - managers of educational institutions, teachers, educators and representatives of the Directorate of General Education from both banks of the Dniester - were fully involved in the proposed activities, demonstrating an increased activism, cooperation and a unique exchange of experience.



- The summer school with the generic theme "Social skills in the school of the future" was held between August 21-24, at the Socio-psychological Rehabilitation Center for Children with CES from Dubăsari with the participation of 20 teaching and managerial staff from both banks of the Dniester river. The summer school had a vast program of activities. The agenda included several training sessions focused on addressing the following topics: The concept of soft skills/social skills and their relationship with transversal learning outcomes (meta-topics); Top 10 social skills in the teacher's work; Self-assessment of the teacher's soft skills; Communication skills. The ability to present oneself, the ability to present an idea or a project and the ability to be an interesting interlocutor;

Developing teachers' communication skills. Practical recommendations for developing students' communication skills; Active listening capacity; The ability to assume responsibility; Creativity and analytical and critical thinking; The ability to set and achieve goals; Emotional intelligence; Active life position and positive emotional attitude; Resolving conflicts etc. A special highlight of the event was the visit to the Tighina Citadel, one of the emblematic objectives of the national cultural heritage, restored with the support of the EU program "Confidence Promotion Measures".



- The participants of the summer school got involved with a lot of enthusiasm and responsibility in the proposed steps, showing an increased interest in the topic under discussion. The formation of skills necessary for activity in the classroom, but also in everyday life, was accompanied by an important exchange of experience, creating opportunities for a long-term collaboration between school representatives from both banks of the Dniester river.



- Training of trainers conducted for the most active members of the Platform. The beneficiaries of the training were managers and teachers from both banks of the Dniester, who were familiar with the ABC of trainer quality in adult education. The training was focused on analysis, definition, implementation and evaluation, experiential learning, HOW TO DO, i.e. on skill development. A training designed in the key of a model to follow in the organization of activities for adults. This was a training designed in the key of a model to follow in the organization of activities for adults.

Project Coordinator: Lilia NAHABA

6. THE INITIATIVE TO SUPPORT REFUGEES LAUNCHED AS PART OF THE HUMANITARIAN RESPONSE IN THE REPUBLIC OF MOLDOVA

Donor:	United Nations Population Fund/UNFPA
Implementation period:	April-December 2022
Implementation partner:	Educational Center PRO DIDACTICA
Partners:	Professional School from Nisporeni; Professional School from Criuleni; Technical University of Moldova; Center for Young Naturalists (COTN)
Target group:	Ukrainian refugees: adolescents, youth, women and older persons.

Objectives:

- Developing intellectual products related to Bildung and the 5 domains of EA;
- Building capacity of UTM and VET institutions to support the integration of Ukrainian refugees (children, adolescents, youth and their families) aiming for life skills development, GBV prevention, building emotional resilience and fostering refugees' psychosocial well-being and social inclusion.
- Setting up and ensuring good functioning of the 5 safe and friendly spaces for refugee youth and women.

Activities and results:

- Training key staff from all 91 VET institutions;
- One in-service training program developed and delivered to teachers and psychologists/educators from 4 educational institutions;
- 5 Safe and friendly spaces for refugee youth and women established and equipped in the dormitories where refugees are hosted;
- 5 programs/action plans with relevant educational and recreational activities for refugees developed and implemented.



Project coordinator: Doina COVALCIUC

7. DEBATES CLUB FOR SCHOOL TEACHERS PAIDEIA

During 2022, within the PAIDEIA Educational Debate Club, organized in the premises of C.E. PRO DIDACTICA, several activities were carried out. They proposed to the teachers various and useful topics for optimizing the teaching practice in the classroom. The topics addressed led to constructive discussions, an efficient exchange of views and experience. The topics covered were:

- *Emotional intelligence - the key to success in life;*
- *"Mirror" training: teaching strategies and learning strategies;*
- *Ideas for teaching the literary text through games: puzzle, jogging, X and O, etc.;*
- *Approaching modernist and postmodernist texts;*
- *Well-being management in the institution - a condition for quality assurance in education;*
- *Didactic design from the perspective of individualization;*
- *Transdisciplinarity, curricular imperative;*
- *Activities within educational projects;*
- *Mindfulness as an emotional art of teaching;*
- *From the didactic kitchen: the multimodal text with all the cutlery;*
- *Self-esteem and the level of expectations - determining factors of efficiency. Personal and professional development mechanisms;*
- *Well-being management in the institution - an essential condition for quality assurance in education;*
- *Educational community developed through didactic project. (Discipline History);*
- *Making the argumentative essay (including the baccalaureate exam);*
- *Digital assessment as an instructional method;*
- *Effective fear release techniques.*

Participants: 235 teaching staff from various educational institutions from the republic.

Program coordinator: Lilia NAHABA

IV. CONTINUOUS TRAINING SERVICES 2022

The PRO DIDACTICA Educational Center offered continuous training services based on the program approved by the Ministry of Education of the Republic of Moldova, by order no. 410 of October 5, 2017 and continuing education programs accredited by the Quality Assurance Agency in Education and Research and approved by order no. 1095 of 03.08.2021 of the Ministry of Education and Research, issued pursuant to art. 123 (paragraph 4) of the Education Code of the Republic of Moldova no. 152/2014.

Accredited programs include:

- ***Educational management*** (complex program, 20 credits);
- ***Romanian language and literature*** (complex program, 20 credits);
- ***Continuous training of trainers*** (complex program, 17 credits);
- ***Evaluation of quality in general education*** (thematic program, 6 credits).

The training activities were carried out in the field of adult education and training through courses, for the continuous training and the additional methodical training of the teachers, as well as based on the collaboration agreements concluded with the Ministry of Education of the Republic of Moldova. At the end of the courses, certificates that confirm their graduation and which can be used in the certification process were offered. The team of trainers is consisting of Center staff, experts-consultants and teacher-trainers from various educational institutions in the Republic of Moldova, who have perfected their knowledge and skills at numerous training centers in Romania, USA, France, Canada, United Kingdom, Belgium, Hungary, Russia, Germany, Austria et al.

The center has a space in the central area of the city, and is equipped with: conference room, alias library, in which over six thousand titles of teaching book and reference can be found in the fields: general management and educational, pedagogy and general didactics, didactics of disciplines, psychology. In 2022, from the program package, the modules that corresponded to the training needs of the teachers were selected. The cost of a complex training was established according to the conditions, covering, first and foremost, the costs of developing and offering training programs, the materials used and a coffee break. Experienced trainers worked with each group of trainees. Both the contents and the duration of the courses were determined based on the wishes and needs of the participants. Information on other activities, provided free of charge in donor-sponsored projects, has been posted on the Center's website: prodidactica.md

During the year 2021, the team of trainers of the Educational Center PRO DIDACTICA responded to the training needs of over 600 teaching and managerial staff:

- *M. Sîrghi High School, Cioburciu, Ștefan Vodă r. – Education for gender equity and equal opportunities;*
- *Managers from various general education institutions – Evaluation of quality in general education;*
- *Managers from general education (preschool) – Education of quality in general education;*
- *Managers from technical vocational education institutions – Educational management;*
- *Managers from various general education institutions – Educational management;*
- *CEDA, Teaching staff in professional technical education - Continuous training of trainers;*
- *Teaching staff – Continuous training of trainers;*
- *Teaching staff from various institutions – Continuous training of teaching staff;*
- *Culture managers – Management in culture.*

Program coordinator: Lilia NAHABA

V. DIDACTICA PRO... MAGAZINE

Editorial team: Mariana VATAMANU-CIOCANU, editor-in-chief; Elena SUFF, Vitalie SCURTU, editors; Nicolae SUSANU, graphic design, technical editing.

During the year 2022, 6 issues of the educational theory and practice magazine DIDACTICA PRO... appeared, in a print run of 650 copies each. The publication was distributed through several agencies (MOLDOVA POST, MOLDPRESA, PRESS INFORM-CURIER), with about 600 subscribers.

Nr. 1 (131) – EDUCATION FOR IDENTITY

- The construction of cultural identity through education. Premises, opportunities, difficulties
- Education for identity
- Linguistic and cultural identity of the student
- Transdisciplinary Literacy Model. Digital school magazine
- Local history for students – research to discover identity and promote reconciliation



Nr. 2-3 (132-133) – GLOBAL EDUCATION

- Some aspects of the formation of pedagogical culture in the context of the professionalization of teaching staff and the globalization of education
- Resources for the operationalization of terms in didactic communication: verbal – iconic – practical
- Think Globally, Act Locally: A Strategy for Global Education
- Conceptual and praxeological dimensions of the project method. Case studies: the History research project and the eTwinning project
- Didactic aspects regarding the teaching-learning-evaluation of curricular content units Processes and geographical risk phenomena in Geography



Nr. 4 (134) – EDUCATIONAL DIALOGUES BETWEEN GENERATIONS

- The generational philosophy of master and disciples in today's school
- In dialogue with the spelling rule: DOOM
- You do - we do - I do model: an alternative to the classic gradual transfer of responsibility
- The integrity of the novice teacher in the pedagogical team



Nr. 5 (135) – PROFESSIONAL DEVELOPMENT OF TEACHERS

- Human respiritualization of personality as the objective of continuous training of school teachers
- The impact of learning theories on the professionalization of teachers in initial training: practical benchmarks
- The need for social skills training for teachers in the context of continuous professional development
- Names of interactive techniques as terms of metacognition



Nr. 6 (136) – EDUCATION 2030

- Intercultural educational management: conceptualization and development in a university context
- The poetic work of Matei Vișniec in a modern didactic context
- Critical thinking as a premise for the professional development of teachers
- A model for the formation of positive attitudes towards learning mathematics in primary school students
- Education 2030



Editor-in-chief: Mariana Vatamanu

VI. PRO DIDACTICA LIBRARY

SERVICES

The library has made available to the beneficiaries - for reading in the room and home loan - books from various fields (encyclopedias, dictionaries, monographs, etc.) in Romanian, Russian, English, French, etc. ; the entire collection of the magazine DIDACTICA PRO... (2000-2022), the collection of the magazines Education Tribune, the Modern Teacher and the weekly Făclia, the magazines Управление школой and Школьный психолог.

PRO DIDACTICA LIBRARY. NEW ARRIVALS



Strategies for the formation of professional culture (Tatiana CARTALEANU, Olga COSOVAN)

The book, a useful and relevant support, is addressed, first of all, to teaching and managerial staff in vocational technical education, who guide students in the process of becoming professional, but also to teenagers, young people, future graduates, or professional culture is not the result of an activity of moment realized in the institution, but is, to a very large extent, the result of one's own contribution to one's own training. In the three chapters, you will find clarifications and detailed explanations regarding the levels and stages of professional culture formation: literacy – competence – culture; professional solutions to the challenges and difficulties that arise in the process of developing and training the skills required on the labor market; suggestions for increasing the efficiency of the didactic approach and promoting professional culture, but also countless authentic examples for professional exploration and reflection.



Methodological guide for the implementation of Web technologies in pedagogical specialties (Valeria GARBATOVSKI, Natalia GAVRILENCO, Gheorghe TIMOFTICĂ)

The guide includes an individualized approach to the eight Web tools tested by the authors - technical vocational education teachers - and detailed instructions for their use. The guide represents a credible source through its theoretical, illustrative, methodological, practical-applicative contributions, offering didactic and methodical models, technical solutions for designing and carrying out didactic activities with the help of Web tools.



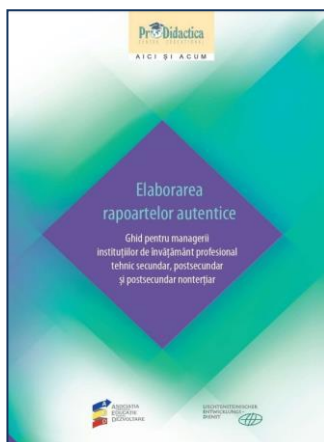
Methodological guide for the digital implementation of the curricula for specialties in the field of car transport (Daniela MUNCA-AFTENEV)

The purpose of this guide is to empower technical vocational education teachers, responsible for teaching specialized subjects, for the successful integration of information and communication technologies in the educational process. The guide includes numerous case studies that are based on the integration of the newest online educational platforms in the teaching-learning-evaluation process based on the modular Curriculum "Automotive electrical systems".



Methodological guide for ICT implementation in agricultural specialties (Sergiu COCEAȘ Elena NICOLAEV)

The purpose of this guide is to empower technical vocational education teachers, responsible for teaching specialized subjects, for the successful integration of information and communication technologies in the educational process. The guide includes numerous case studies that are based on the integration of the newest online educational platforms in the teaching-learning-evaluation process based on the modular Curriculum "Automotive electrical systems".



Elaboration of authentic reports (Valentina CHICU, Serghei LÎSENCO)

The guide represents a new, useful and relevant support for a managerial activity, which provides an overview of the report as a managerial tool. Technical professional education is going through a series of changes in structure and content focused on improving the quality and efficiency of the processes that take place in educational institutions, so that their graduates demonstrate professional skills relevant to the labor market. The mission of the management team is to coordinate and continuously monitor these processes, to intervene when necessary, through decisions made on the basis of objective and

credible data and records. An important tool in this sense, which provides an analysis and synthesis of the activities carried out and the results obtained, as well as the progress recorded, is the report - whose role and particularities have been explored multifaceted, countless times, within the training activities continues for the management teams deployed in the CONSEPT project, the Organizational Development component.